



Read to Succeed Summer Reading Camp (SRC) 2019 Monitoring Tool **Supporting and Monitoring Sites**

This tool will be calibrated to connect with the data submitted on Formstack.

District		SRC Site			
SRC Teacher		Number of Students			
Grade Level		Date of Visit			
Observer		Time In		Time Out	

Scale Used:

- 1: Not Yet Observed- no evidence seen
- 2: In Progress- little evidence seen
- 3: Meeting- most evidence seen
- 4: Exceeding- full evidence seen

Italicized items are not measured in online classrooms.

Fundamentals of Reading
<ul style="list-style-type: none"> Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text. Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting. Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing. Use metacognition to monitor meaning and adjust strategies while reading. Notice and analyze the styles and techniques authors use to help readers construct meaning.

Environment				
<ul style="list-style-type: none"> Teacher uses encouraging, enticing, and friendly language (voice, tone, humor, etc.) Classroom has a print-rich environment that supports reading and writing Daily agenda/schedule is posted and followed Anchor charts are co-created, with evidence of current strategies Classroom has accessible and age appropriate classroom libraries (digital libraries, student created materials, environmental print) Students have access to a school library stocked with age appropriate texts <i>Desks/tables, mats, stools, balance balls are arranged to promote individual and group learning</i> 	1	2	3	4
	Comments and Evidence:			

Instructional Plan

Learning Objectives—A predictable structure is in place to include the following:

- Students understand the purpose of the lesson (objectives are given verbally and written)
- Teacher checks for understanding of the learning objective and provides specific feedback
- Fundamentals of Reading from the SC College and Career Ready Standards are integrated into instruction

1

2

3

4

Comments and Evidence:

Components of workshop model observed during visit...

	N/A (not observed)	1	2	3	4	Comments and Evidence:
Read Aloud						
Shared Reading						
Small Group Instruction (guided reading or writing)						
One-on-One Instruction						
Instructional Centers (if applicable)						
Independent Reading						
Independent Writing						

Instructional Materials

- A print-rich environment helps students produce authentic reading and writing (books, magazines, environmental print, big books, children's newspapers, leveled texts, journals, student publications, listening centers, pictionaries and dictionaries)
- Practice and materials are age-appropriate and address various learning modalities and ability levels
- *Texts and tools are easily accessible for small group, whole group, and independent practice*
- Authentic student work is visible

1

2

3

4

Comments and Evidence:

Instructional Materials	
<ul style="list-style-type: none"> Students' use of individual reading bags or baskets match their reading levels and interests Students work in an organized and inviting classroom library throughout the day 	

Student/Teacher Engagement				
<ul style="list-style-type: none"> Students engage in rich and authentic discussions Students support responses with evidence Students make connections to prior knowledge, themselves, and others Students use a variety of strategies to make meaning and problem-solve Student/teacher and student/student interaction is reciprocal Teacher stops at strategic points to discuss and make connections Teacher activates prior knowledge Teacher introduces and discusses new ideas and vocabulary in meaningful ways 	1	2	3	4
	Comments and Evidence:			

Small/Whole Group Instruction—A predictable structure is in place to include the following:				
<ul style="list-style-type: none"> A specific organized place is set aside for small group instruction and is strategically located so the teacher can easily scan the room to ensure all students are on task Small groups instruction is configured based on student needs and flexible Students experience opportunities to construct meaning by engaging in conversations with other students and/or the teacher Students learn new concepts and strategies through teacher modeling, practicing together, and then practicing independently Students are actively engaged in reading, writing, and responding to authentic continuous text. 	1	2	3	4
	Comments and Evidence:			

Independent Practice—A predictable structure is in place to include the following:				
<ul style="list-style-type: none"> Students apply strategies or skills independently, in small groups, and/or pairs/partnerships Students engage in authentic reading and writing Students experience success towards reaching their reading and writing goals. Students receive specific teacher feedback during learning opportunities 	1	2	3	4
	Comments and Evidence:			

Monitoring Student Progress—A predictable structure is in place to include the following:				
<ul style="list-style-type: none"> Student learning goals are determined based on Read to Succeed (R2S) approved formative assessment Progress monitoring occurs using informal assessments related to the goal (i.e. running records, stop and jot, writing/reading notebook) Students are aware of their goals and receive regular verbal and written feedback Feedback on each student is recorded by the teacher and kept in LAPs or SRC portfolio 	1	2	3	4
	Comments and Evidence:			

Personnel				
	Yes	No	N/A	Comments:
The student-teacher ratio is 15:1 or less				
Library is staffed with a para-professional or certified staff				
Site coordinator is actively involved in daily operations				

Signature of Read to Succeed Liaison

Printed Name of Read to Succeed Liaison

Signature of SRC Point of Contact

Printed Name of SRC Point of Contact

Signature of Read to Succeed Monitor

Printed Name of Read to Succeed Monitor

- ☐ Yes ☐ No A copy of this information was provided to district staff and maintained by the Read to Succeed monitor.
☐ Yes ☐ No A follow-up visit is scheduled

District:	School:
Date:	SRC Contact:
Summary:	
Strengths:	Areas for Growth:
Additional Notes:	